

WHITESVILLE ELEMENTARY

324 Gaillard Road
Moncks Corner, SC 29461

GRADES K-5 Elementary School

ENROLLMENT 771 Students

PRINCIPAL Julia Taylor 843-899-8880

SUPERINTENDENT Dr. J. Chester Floyd 843-899-8600

BOARD CHAIR Harriett Dangerfield 843-871-3409

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	43	51	4	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	No

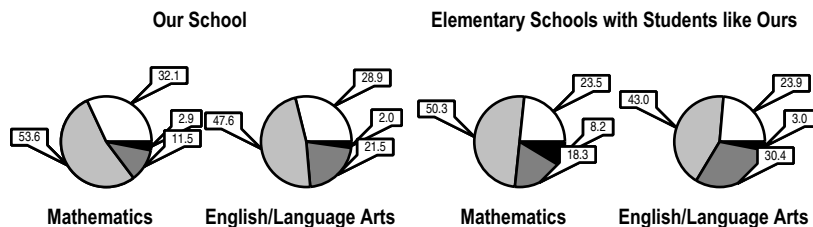
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

64.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	406	99.8	28.6	45.8	23.2	2.4	37.5	Yes	Yes
Gender									
Male	207	99.5	35.6	43.6	19.7	1.1	33.0		
Female	199	100.0	21.3	48.1	26.8	3.8	42.1		
Racial/Ethnic Group									
White	277	100.0	27.6	46.5	24.8	1.2	38.6	Yes	Yes
African-American	108	100.0	32.4	44.1	18.6	4.9	32.4	Yes	Yes
Asian/Pacific Islanders	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	11	90.9	0.0	0.0	0.0	0.0	0.0	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	311	99.7	22.7	50.0	24.8	2.4	41.3		
Disabled	95	100.0	48.2	31.8	17.6	2.4	24.7	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	406	99.8	28.6	45.8	23.2	2.4	37.5		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	400	100.0	28.4	45.9	23.2	2.4	37.6		
Socio-Economic Status									
Subsidized meals	261	99.6	30.9	45.5	20.6	3.0	34.3	Yes	Yes
Full-pay meals	145	100.0	24.6	46.4	27.5	1.4	42.8		

Mathematics - State Performance Objective = 15.5%									
All Students	406	100.0	31.8	51.2	11.9	5.1	28.6	Yes	Yes
Gender									
Male	207	100.0	33.0	51.1	9.0	6.9	27.1		
Female	199	100.0	30.6	51.4	14.8	3.3	30.1		
Racial/Ethnic Group									
White	277	100.0	30.3	53.5	11.8	4.3	28.3	Yes	Yes
African-American	108	100.0	37.3	45.1	9.8	7.8	27.5	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	0.0	0.0	0.0	0.0	0.0	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	311	100.0	25.9	56.6	14.0	3.5	31.8		
Disabled	95	100.0	51.8	32.9	4.7	10.6	17.6	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	406	100.0	31.8	51.2	11.9	5.1	28.6		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	400	100.0	31.9	51.1	11.9	5.1	28.6		
Socio-Economic Status									
Subsidized meals	261	100.0	33.0	51.1	11.2	4.7	26.2	Yes	Yes
Full-pay meals	145	100.0	29.7	51.4	13.0	5.8	32.6		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	123	100.0	32.7	39.4	24.0	3.8	27.9
	Grade 4	143	100.0	33.6	48.4	18.0	N/A	18.0
	Grade 5	129	97.7	39.1	51.3	8.7	0.9	9.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	133	100.0	21.1	34.4	39.1	5.5	44.5
	Grade 4	125	100.0	28.3	54.2	16.7	0.8	17.5
	Grade 5	149	99.3	35.0	58.7	6.3	N/A	6.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	123	99.2	20.4	66.0	9.7	3.9	13.6
	Grade 4	143	100.0	23.8	54.9	14.8	6.6	21.3
	Grade 5	129	98.4	33.0	52.2	12.2	2.6	14.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	133	100.0	31.3	59.4	8.6	0.8	9.4
	Grade 4	125	100.0	26.7	61.7	7.5	4.2	11.7
	Grade 5	149	100.0	37.1	43.4	15.4	4.2	19.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 771)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	3.4%	Down from 3.6%	3.5%	2.7%
Attendance rate	94.3%	Down from 94.9%	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.2%		5.0%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	2.2%		3.5%	3.5%
Eligible for gifted and talented	8.5%	Down from 10.0%	12.0%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.4%	Up from 10.9%	9.5%	8.2%
Older than usual for grade	0.6%	Down from 1.0%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n= 56)				
Teachers with advanced degrees	60.7%	Up from 56.3%	47.7%	51.4%
Continuing contract teachers	85.7%	Up from 79.7%	87.8%	87.5%
Highly qualified teachers**	94.0%	N/A	95.9%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	80.8%	Down from 81.6%	86.7%	86.7%
Teacher attendance rate	94.8%	Down from 95.1%	94.5%	94.9%
Average teacher salary	\$39,920	Up 4.2%	\$39,918	\$40,760
Prof. development days/teacher	12.7 days	Down from 14.6 days	13.2 days	12.4 days
School				
Principal's years at school	0.5	Down from 2.0	4.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Down from 20.1 to 1	18.5 to 1	18.9 to 1
Prime instructional time	88.0%	No change	89.4%	90.0%
Dollars spent per pupil*	\$5,818	Down 9.2%	\$5,852	\$6,044
Percent of expenditures for teacher salaries*	64.1%	Up from 62.7%	65.4%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	92.8%		92.0%	
Highly qualified teachers in high poverty schools**	91.2%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		No	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Last year's Report Card rating of average was an improvement from the previous year. We will continue to strive for improvement. We have continued focusing our staff development on research and best practices. Our teachers have participated in on-going staff development, analyzing test data and collaborating to plan standards-based instruction. Teachers participating in the South Carolina Reading Initiative completed their third and final year.

To support student learning, our staff continues to grow professionally. Four additional teachers are currently in the process of earning National Board Certification. Others are working on advanced degrees. Our science and social studies Lead Teachers are teaching courses to peers. Teachers persisted in seeking additional financial support for our school. More than \$12,000 in grant monies was awarded to Whitesville through the efforts of many dedicated teachers.

The Comer Model continues to serve as a solid foundation for including our school community in decision-making through the principles of collaboration, consensus, and no-fault. Whitesville's School Planning and Management Team truly believes all students can and will achieve through a team effort.

Our school has the dedication of many parent volunteers as well as strong community organizations. Collaboration between community and the school is important in improving student learning. This collaboration most often takes the form of

School-wide parenting events and grade level programs. We believe, as Dr. James Comer does, that it truly does take a whole community to raise a child.

Julia Taylor, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	62	127	71
Percent satisfied with learning environment	80.3%	77.8%	77.1%
Percent satisfied with social and physical environment	83.9%	77.4%	78.9%
Percent satisfied with home-school relations	75.8%	83.7%	55.2%

*Only students at the highest elementary school grade level at this school and their parents were included.